



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Ancillary Health Care

publishes the following qualifications for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification. The full qualification and unit standards can be accessed via the **SAQA** web site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the **SAQA** offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield.

Comment on the unit standards should reach **SAQA** at the address *below and no later than 24 June 2004*. All correspondence should be marked Standards Setting – SGB Ancillary Health Care and addressed to

The Director: Standards Setting and Development

SAQA

Attention: Mr. Eddie Brown

Postnet Suite 248

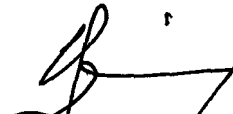
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DUGMORE MPHUTHING
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**General Education and Training Certificate: Ancillary Health Care**

SAQA QUAL ID		QUALIFICATION TITLE	
49606		General Education and Training Certificate: Ancillary Health Care	
SGB NAME		NSB 09	PROVIDER NAME
SGB Ancillary Health Care		Health Sciences and Social Services	
QUAL TYPE		FIELD	SUBFIELD
National Certificate		Health Sciences and Social Services	Promotive Health and Developmental Services
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
ABET Level 4	134	Level 1	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

Learners who complete this qualification will possess the competence required to perform community health functions under the supervision of a professional health worker. They **will** have the fundamental skills required for employment by a range of health, social and other sector employers. They will be in possession of a recognised qualification that will provide a platform for further education and training in a career pathway towards becoming professional health workers.

Qualified learners in this field will provide a service that will assist communities to better manage their own health and wellness. They will have the skills to provide support services within a multidisciplinary health care team.

Recipients of this qualification will be able to:

- > Communicate in a variety of ways.
- > Use mathematics in real life situations.
- > Collect and provide information to support community health.
- > Provide community based care.
- > Develop personal and community skills.

Practitioners will generally carry out their roles within the context of:

- > The client's home.
- > A community care centre.
- > The broader community.

Rationale:

The South African Government is committed to combining the national human resource development strategy with the rapid upgrading of service delivery to all of the nation's communities.

Integral parts of this strategy are initiatives to strengthen the ability of communities to empower themselves to participate in the political, economic, social and development spheres of South African life. Two key

components in this empowerment process are the ability of communities to integrate with, and access, state services, and their ability to further the health and wellness of community members.

There is no doubt from the international experience of community health workers (CHW) that they play a role in improving the basic health status of communities. In South Africa, the important supportive role of CHWs in the provision of health care services has been extensively documented. This contribution is further exemplified in those parts of the country where there is a shortage of professional health workers to provide the necessary health care services, based on identified needs.

The focus in this learning field is therefore on primary health care within the framework of community development, with health promotion as a vital aspect. The Ancillary Health Worker (AHW) is required to play a pre-emptive role in the assessment and identification of health needs as well as to intervene in primary health care activities. This takes place in collaboration with, and referral to, the formal health services and other health related systems. Home-based care is also a key function of the AHW. Preventive measures for the management of disasters and accidents also form an important aspect of their activities. In all these activities the AHW observes the ethical codes of practice, norms, values and rights of the community.

This qualification forms the introduction to ancillary health work and will provide the learner with essential skills that will be needed to progress to the national certificates in ancillary health care at Levels 2, 3 and 4.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

This qualification is the starting point of a progressive route in ancillary health care and learners starting to learn towards this qualification are assumed to have the following competencies:

- > Communication at ABET level 3.
- > Mathematical Literacy at ABET level 2.
- > Ability to undertake independent learning.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

QUALIFICATION RULES

Fundamental:

- > Communication:
 - > Candidates are required to achieve all 23 credits for Communication.
- > Mathematical Literacy:
 - > Candidates are required to demonstrate achievement of the 16 credits for Mathematical Literacy within the context of healthcare provision.
- > Learning strategies:
 - > Candidates are required to achieve all 5 credits for developing learning strategies from the available credits.

Core:

> Candidates must achieve all 80 Core credits listed.

Elective:

> Candidates must achieve at least 15 credits of their choice from any of the available Elective credits listed. In order to achieve an Exit Level Outcome, candidates must achieve all of the credits for that Exit Level Outcome.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways.
2. Use mathematics in real life situations.
3. Collect and provide information to support community health.
4. Provide community based care.
5. Develop personal and community skills.

Possible Credits for Exit Level Outcomes:

> Fundamental:

- > Exit Level Outcome 1: 18 Credits.
- > Exit Level Outcome 2: 16 Credits.
- > Exit Level Outcome 5: 5 Credits.
- > Total: 39 Credits.
- > Required: 39 Credits.

> Core:

- > Exit Level Outcome 3: **44** Credits.
- > Exit Level Outcome **4**: **36** Credits.
- > Total: 80 Credits.
- > Required: 80 Credits.

> Elective:

- > Exit Level Outcome 3: 27 Credits.
- > Exit Level Outcome **4**: **32** Credits.
- > Exit Level Outcome 5: 12 Credits.
- > Total: 71 Credits.
- > Required: 15 Credits.

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the unit standards:

- > Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made:
 - > Exit Level Outcome 2.
 - > Exit Level Outcome 3.
 - > Exit Level Outcome **4**.
 - > Exit Level Outcome 5.
- > Working effectively with others as a member of a team, group, organisation or community:
 - > Exit Level Outcome 3.
 - > Exit Level Outcome **4**.
 - > Exit Level Outcome 5.

- > Organising and managing oneself and one's activities responsibly and effectively:
 - > Exit Level Outcome 3.
 - > Exit Level Outcome 4.
 - > Exit Level Outcome 5.

- > Collecting, analysing, organising and critically evaluating information:
 - > Exit Level Outcome 3.
 - > Exit Level Outcome 4.
 - > Exit Level Outcome 5.

- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion:
 - > Exit Level Outcome 1.
 - > Exit Level Outcome 2.
 - > Exit Level Outcome 3.
 - > Exit Level Outcome 4.
 - > Exit Level Outcome 5.

- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others:
 - > Exit Level Outcome 3.
 - > Exit Level Outcome 4.
 - > Exit Level Outcome 5.

- > Demonstrating and understanding of the world as a set of related systems by **recognising that problem-solving contexts do not exist in isolation:**
 - > Exit Level Outcome 3.
 - > Exit Level Outcome 4.
 - > Exit Level Outcome 5.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of society at large, by making individuals aware of the importance of

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

1:

- > Oral communication is maintained and adapted as required to promote effective interaction in a community context.
- > Information is accessed from standing instructions, visual information and a range of other **workplace** texts and responses where required are appropriate to the context.
- > Written communication is clear and unambiguous and at an appropriate level for designated target audiences.

2:

- > Mathematical functions are used correctly to solve routine workplace problems and tasks.
- > Mathematical signs and symbols are **correctly** identified in terms of their functions and use.

3:

- > Information is collected that accords with community needs.
- > The information collected is used in promoting the health of the community.
- > Community health is understood and implemented.
- > Information about community illnesses is disseminated accurately and appropriately and leads to minimisation of the illnesses.

4:

- > Care is provided in a safe manner in a secure environment.
- > Procedures are performed which enhance and prolong the life of the client.
- > The client and family are assisted in accessing relevant services.
- > Specific care is provided to children and the frail in accordance with their specific needs.

5:

- > Different learning strategies are implemented according to the needs of the learners.
- > Personal finances are managed in accordance with accepted budgeting principles.
- > The roles and responsibilities of a community committee are identified and adhered to.

Assessment Criteria:

To be awarded the qualification, candidates must achieve the required number of credits as specified in the rules of combination, as well as the criteria specified for integrated assessment.

Integrated Assessment:

Assessment is not a single event but rather a structured process of gathering evidence and making judgements of the learners' performance in relation to the qualification. A range of formative and summative methods can be used in assessing learners. This may include:

- > Written and oral tests/examinations.
- > Case studies and assignments.
- > Role play and simulation sessions.
- > Written reports/work plans.
- > Peer group review.
- > Feedback from clients.

Assessment should be carried out at regular intervals as well as at the end of the periods of study and should be offered in an integrated way. It is envisaged that learners will work at more than one unit standard at a time.

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome.

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following broad criteria, all within the context of workplace activities.

Assessors should note that the evidence of integration could well be presented by candidates when being assessed against the unit standards. Thus, there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well-designed assessments should make it possible to gain evidence against each unit standard while at the same time gaining evidence of integration.

Candidates must demonstrate the ability to engage in the operations selected in an integrative way, dealing with divergent and "random" demands related to these work operations, effectively. Evidence is required that the candidate is able to achieve the purpose of the qualification as a whole at the time of the award of the qualification. Integration of skills will be demonstrated through the achievement of the core operational standards.

Assessment Principles:

Assessment should be in accordance with the following general and specific principles:

- > The initial assessment activities should focus on gathering evidence, in terms of the main outcomes expressed in the titles of the unit standards, to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.

- > Evidence must **be** gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real situation as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to prove competence in the real situation.
- > All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - > Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations.
 - > Judge evidence on the basis of its validity, currency, authenticity and sufficiency.
 - > Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

This qualification is unique to South Africa since no other country has yet generated a full and formal qualification in Ancillary Health Care at NQF Level 1: ABET Level 4. This qualification is appropriate for the unique health service requirements in this country and is applicable throughout sub-Saharan Africa, where short courses in community and primary health care are offered, inter alia, by organizations such as the World Health Organisation.

ARTICULATION OPTIONS

This qualification has been designed and structured so that qualifying learners can move from one context to another. It is the starting point in ancillary health work and acts as a springboard from which learners may progress to the National Certificate in Home Based Care: NQF Level 2 and other qualifications at level 3 or 4 in related health, development and social care fields.

MODERATION OPTIONS

Providers offering learning towards achievement of any of the unit standards that make up this qualification must be accredited through the relevant ETQA or with an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

Internal moderation of assessment must take place at the point of assessment, with external moderation or verification being provided by the relevant ETQA or with an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors registered with the relevant ETQA or with an ETQA that has a Memorandum of Understanding in place with the relevant ETQA, must carry out the assessment of candidates for any of the unit standards that make up this qualification. The following criteria are specified for assessors of this qualification:

- > Be in possession of a relevant qualification at NQF level 5 or higher.
- > Be experienced in the fields of primary health care and community development.
- > Be registered as an assessor with the relevant ETQA.

NOTES

Structure of the qualification:

The qualification has the following general structure:

The rationale and purpose provides, among other things, a broad description of what holders of the qualification can do.

The qualification is further defined by means of a number of Exit Level Outcomes. These Exit Level Outcomes provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The Exit Level Outcomes also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

Each Exit Level Outcome is further defined by means of the associated unit standards. Some of these unit

standards may be indicated as Core (compulsory), while others may be identified as Electives, with rules of combination provided.

Assessment criteria are provided for each Exit Level Outcome where required, mainly to address the need for evidence of integration of competencies.

Each unit standard contains details of specific outcomes, range statements and assessment criteria, thus making it possible for assessors to judge competence in terms of each unit standard, while at the same time providing possible evidence of integration of competencies.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

Core	119559	Demonstrate knowledge of the provision and implementation of primary health care	Level 1	10	Draft - Prep for P
	119563	Engage in basic health promotion	Level 1	8	Draft - Prep for P
		human rights			Comment
Core	119567	Perform basic life support and first aid procedures	Level 1	5	Draft - Prep for P Comment
Core	116991	Assist in establishing a disability friendly environment	Level 2	8	Registered
Core	119560	Promote an awareness of Sexually Transmitted Infections (STIs) in the community	Level 2	4	Draft - Prep for P Comment
Elective	14659	Demonstrate an understanding of factors that contribute towards healthy living	Level 1	4	Registered
Elective	15092	Plan and manage personal finances	Level 1	5	Registered
Elective	117029	Provide care to a frail person	Level 1	12	Registered
Elective	119561	Support clients who are receiving Anti Retroviral Treatment (ART)	Level 1	6	Draft - Prep for P Comment
Elective	119565	Assist with Palliative Care	Level 1	6	Draft - Prep for P Comment
Elective	119566	Explain preventive measures to reduce the potential impact of disasters	Level 1	5	Draft - Prep for P Comment
Elective	12352	Demonstrate knowledge of the roles and responsibilities of a community committee	Level 2	4	Registered
Elective	14042	Demonstrate knowledge of environmental health and community hygiene practices	Level 2	6	Registered
Elective	114950	Apply ways of leading in different situations	Level 2	3	Registered
Elective	117007	Assist in the establishment of good nutrition	Level 2	12	Registered
Elective	119562	Give guidance on the integrated management of childhood illnesses and childhood home accidents	Level 2	8	Draft - Prep for P Comment
Fundamental	7447	Working with numbers in various contexts	Level 1	6	Reregistered
Fundamental	7449	Critically analyse how mathematics is used in social, political and economic relations	Level 1	2	Reregistered
Fundamental	7451	Collect, analyse, use and communicate numerical data	Level 1	2	Reregistered
Fundamental	7461	Use maps to access and communicate information concerning routes, location and direction	Level 1	1	Reregistered
Fundamental	7463	Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	2	Reregistered

Fundamental	7464 Analyse cultural products and processes as representations of shape, space and time	Level 1	2	Reregistered
Fundamental	12462 Engage in a range of speaking and listening interactions for a variety of purposes	Level 1	6	Registered
Fundamental	12469 Read and respond to a range of text types	Level 1	6	Registered
Fundamental	12470 Write for a variety of different purposes	Level 1	6	Registered
Fundamental	12471 Explore and use a variety of strategies to learn (revised)	Level 1	5	Registered
Fundamental	14084 Demonstrate an understanding of and use the numbering system	Level 1	1	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Assist the community to access services in accordance with their health related human rights

SAQA US ID	UNIT STANDARD TITLE		
119564	Assist the community to access services in accordance with their health related human rights		
SGB NAME	NSB 09	PROVIDER NAME	
SGB Ancillary Health Care	Health Sciences and Social Services		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level II	Regular

SPECIFIC OUTCOME 1

Apply the principles of health legislation to everyday life.

SPECIFIC OUTCOME 2

Provide assistance in accessing health related services.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

SAQA US ID	UNIT STANDARD TITLE		
119559	Demonstrate knowledge of the provision and implementation of primary health care		
SGB NAME		NSB 09	PROVIDER NAME
SGB Ancillary Health Care		Health Sciences and Social Services	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Health Sciences and Social Services	Promotive Health and Developmental Services
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 1	Regular

SPECIFIC OUTCOME 1

Describe primary health care.

SPECIFIC OUTCOME 2

Demonstrate an understanding of elementary anatomy, physiology and human development.

SPECIFIC OUTCOME 3

Understand health problems and disease patterns common to an identified community.

SPECIFIC OUTCOME 4

Conduct a basic health education session.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

SAQA US ID	UNIT STANDARD TITLE		
119563	Engage in basic health promotion		
SGB NAME		NSB 09	PROVIDER NAME
SGB Ancillary Health Care		Health Sciences and Social Services	
UNIT STANDARD TYPE	FIELD DESCRIPTION		SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services		Promotive Health and Developmental Services
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 1	Regular

SPECIFIC OUTCOME 1

Explain health promotion.

SPECIFIC OUTCOME 2

Describe the health status of the community.

SPECIFIC OUTCOME 3

Draft a community action plan.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

SAQA US ID		UNIT STANDARD TITLE	
119567		Perform basic life support and first aid procedures	
SGB NAME		NSB 09	PROVIDER NAME
SGB Ancillary Health Care		Health Sciences and Social Services	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Health Sciences and Social Services	Curative Health
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 1	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of emergency scene management.

SPECIFIC OUTCOME 2

Demonstrate an understanding of elementary anatomy and physiology.

SPECIFIC OUTCOME 3

Assess an emergency situation.

SPECIFIC OUTCOME 4

Apply First Aid procedures to the life-threatening situation.

SPECIFIC OUTCOME 5

Treat common injuries.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

SAQA US ID	UNIT STANDARD TITLE		
119565	Assist with Palliative Care		
SGB NAME	NSB 09	PROVIDER NAME	
SGB Ancillary Health Care	Health Sciences and Social Services		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Rehabilitative Health/Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 1	Regular

SPECIFIC OUTCOME 1

Demonstrate fundamental knowledge of the concept of palliative care.

SPECIFIC OUTCOME 2

Assist in the management of total pain.

SPECIFIC OUTCOME 3

Demonstrate a fundamental understanding of grief, **loss** and bereavement.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY



UNIT STANDARD:

6

Explain preventive measures to reduce the potential impact of disasters

SAQA US ID	UNIT STANDARD TITLE		
119566	Explain preventive measures to reduce the potential impact of disasters		
SGB NAME	NSB 09	PROVIDER NAME	
SGB Ancillary Health Care	Health Sciences and Social Services		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Preventive Health	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 1	Regular

SPECIFIC OUTCOME 1

Explain the causes and potential effects of disasters on the community.

SPECIFIC OUTCOME 2

Identify resources to prevent or minimise disasters.

SPECIFIC OUTCOME 3

Develop a simple disaster management plan.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Support clients who are receiving Anti Retroviral Treatment (ART)

SAQA US ID	UNIT STANDARD TITLE		
119561	Support clients who are receiving Anti Retroviral Treatment (ART)		
SGB NAME	NSB 09	PROVIDER NAME	
SGB Ancillary Health Care	Health Sciences and Social Services		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Rehabilitative Health/Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 1	Regular

SPECIFIC OUTCOME 1

Demonstrate a fundamental knowledge of ARVs and their role in HIV and AIDS.

SPECIFIC OUTCOME 2

Explain the psychosocial and cultural factors that have an effect on the person who receives ART, the family and the community.

SPECIFIC OUTCOME 3

Explain the factors that promote the success of ART.

SPECIFIC OUTCOME 4

Facilitate local support systems for the people who are receiving ART.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

SAQA US ID	UNIT STANDARD TITLE		
119560	Promote an awareness of Sexually Transmitted Infections (STIs) in the community		
SGB NAME	NSB 09	PROVIDER NAME	
SGB Ancillary Health Care	Health Sciences and Social Services		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 2	Regular

SPECIFIC OUTCOME 1

Prepare STI-related learning activities for a target audience in a community.

SPECIFIC OUTCOME 2

Explain Sexually Transmitted Infections (STIs) in a manner that is appropriate to the target audience.

SPECIFIC OUTCOME 3

Discuss ways in which STIs can be prevented.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

SAQA US ID	UNIT STANDARD TITLE		
119562	Give guidance on the integrated management of childhood illnesses and childhood home accidents		
SGB NAME		NSB 09	PROVIDER NAME
SGB Ancillary Health Care		Health Sciences and Social Services	
UNIT STANDARD TYPE	FIELD DESCRIPTION		SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services		Promotive Health and Developmental Services
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 2	Regular

SPECIFIC OUTCOME 1

Promote growth and development of infants from birth to two years.

SPECIFIC OUTCOME 2

Assist the family to prevent disease and accidents in the home.

SPECIFIC OUTCOME 3

Assist with the management of common illnesses and accidents in the home.

SPECIFIC OUTCOME 4

Promote immunisation compliance.

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09 May 2005

The South African Qualifications Authority in terms of the National Standards Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby give notice of additional names of the following Standards Generating Body:

Organising Field 09: **HEALTH SCIENCE & SOCIAL STUDIES**

New Appointments for the SGB for **OCCUPATIONAL HEALTH & SAFETY**

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION AND EXPERIENCE
(New Appointment) Adriaanse. J	Makro SA	South African Commercial, Catering and Allied Workers Union	<ul style="list-style-type: none"> • Various short courses, including First Aid, fire Fighting and Negotiating • 15 years' experience in wholesale and retail trade • 15 years as first aider • 20 years as union Representative • 12 years as office bearer
(Resigned) <u>Lazenby M</u>			
(New Appointment) Makomeni T W	Kloof Mine – Goldfields	Goldfields Mining Group	<ul style="list-style-type: none"> • National Diploma in Safety Management • 14 years experience as health and safety officer
(Resigned) <u>Struyweg H</u>			

SAQA'S MISSION

"To ensure the development and implementation of a National Qualification Framework which contributes to the full development of each learner and to the social and economic development of the nation at large"



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ENSURING QUALITY QUALIFICATIONS

(New Appointment) Verreyne J J	south African National Defence Force (SANDF)	SANDF	<ul style="list-style-type: none"> • Various short courses including Certificate in total Quality Management; SHERQ Risk Management; Root Cause Analysis Techniques; CAP Auditing Techniques; Advanced Safety Training and various SANDF training; • 12 years as artisan • 31 years military experience of which 14 years' is in occupational health and safety
(Resigned) Lazenby P			
(New Appointment) Wandrag J C	south African First Aid League	South African First Aid League	<ul style="list-style-type: none"> • First Aid level 3 • First Aid Instructor's Certificate • Training Officer • 15 years' training experience • 4 years management training
(Resigned) Clarke J			


DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

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INVESTOR IN PEOPLE

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09 May 2005

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Organising Field 07: **HUMAN AND SOCIAL STUDIES**

Additional Name for the SGB for **JEWISH STUDIES**

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/QUALIFICATION
Oram, Leone	Herzlia Senior High School	South African Board of Jewish Education	BA (History and English), Secondary Teaching Diploma <ul style="list-style-type: none"> • Teacher of Jewish History at FET Level • Marker for Jewish History in the Western Cape, • Also taught Jewish Studies, History and English


DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDSSETTING AND DEVELOPMENT

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09 May 2005

The South African Qualifications Authority in terms of the National Standards Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby give notice of additional names of the following Standards Generating Body:

Organising Field 08: **LAW MILITARY SCIENCE AND SECURITY**

Additional Name for the SGB for **MARITIME DEFENCE**

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ C. TIO!
D. Schackleton	South African National Defence Force	South African Navy	<ul style="list-style-type: none"> • Certificate in Public Practice (PRISA) • Senior Management Program (University of Stellenbosch) • Employed for 11 years within the South African National Defence Force • 2 years experience training Junior to Middle Management Officers


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Organising Field **08: LAW MILITARY SCIENCE AND SECURITY**

Additional Name for the SGB for **LEGAL EDUCATION AND TRAINING**

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/QUALIFICATIONS
M. Motaung	Law Society of South Africa	Law Society of South Africa	<ul style="list-style-type: none"> • B Proc • Admitted Attorney of High Court of South Africa • International Trade and American Law Course Completed • Eight years experience in legal environment


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SAQA'S MISSION

"To ensure the development and implementation of a National Qualification Framework which contributes to the full development of each learner and to the social and economic development of the nation at large"



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09 May 2005

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Organising Field 08: LAW **MILITARY SCIENCE AND SECURITY**

Additional Name for the SGB for **SECURITY**

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NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/QUALIFICATIONS
Bruce Robertson	Tongaat-Hulett sugar	Security Alliance	<ul style="list-style-type: none"> • B Soc. Sc • B Soc.Sc (Hons) Courses/Workshops attended: <ul style="list-style-type: none"> • Security Officer Grade A (Security Training Academy) • Security Officer Grade E – B (Security Training Academy) • Computer Crime Investigation (Whitehead-Moms Seminars) • Computer and Network Security (Whitehead-Moms Seminars) • Security Management diploma (Damelin Management School/SAIM) • Three years in South African Police Service (Crime Intelligence) • Nine years experience in current position of which a key performance area is to promote the attainment and maintenance of relevant statutory and corporate best practice standards of security programs

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<p>Chris Roodtman</p>		<p>Security Alliance</p>	<ul style="list-style-type: none"> • PSIRA Grade B Instructor and Bodyguard • Secretary/Treasurer of VIP Protection Association of South Africa <p>Courses Completed:</p> <ul style="list-style-type: none"> • 1st year of Police Administration (Technikon RSA) • VIP Protection • Advance Handgun, Shotgun and Rifle Instructor (International Training Academy) • Completed SWAT course with South African Police Service • Eleven years interrupted work experience in the South African Military Health Service • Four years work experience in the South African police Service • One year work experience in freelance • Confidential investigations for private companies • One year experience with Security company as client liaison officer • Experience in event security and close protection of VIP's
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